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ment and mental ability, the scientific construction of the curriculum, and recent developments in spelling are some of the other vital educational problems that were handled at this conference by some of the best educators in our country.

As stated in the introduction, "The key-note of the meeting was a plea for diagnosis and more complete interpretation of educational measurements in order that the use of educational tests may result in the greatest possible improvement of instruction." One of the interesting features in carrying out this program was the detailed explanations which were given showing how mental tests could be used to improve the selection of clerical helpers in factories. Beside the scientific procedure, there was shown the humanitarian side of helpfulness to the occasional employee who does not seem to fit or make good. One cannot read this material and pass it up without a second thought.

The extended discussion of curriculum-building is very timely and enlightening for the school man or woman who wishes to keep abreast of the very latest discussions along this line. This article emphasizes the good qualities in both extremes of the argument as we hear it today and then throws in a few extra sidelights that comport with good sense. Another article that is exceptionally worth while is the one indicating what the next steps in educational measurement must be. In the midst of the discussion the author gives eleven checks to hold against each test that comes into the market. These are quite pertinent, for we are all aware of the fact that many tests now on the market have been thrown there with too much haste.

The School of Education of the University of Indiana is to be congratulated on the effort to put before the educators of Indiana such a splendid program. The report of this conference should be studied by every wide-awake school man and woman in the country.

A survey of the schools of Delaware.—Not for some time have we been so forcibly struck with the thought that there are school plants in America today that are so much behind the times that they seem to belong in a forgotten age. But this feeling steals upon one as he reads the *General Report on School Buildings and Grounds of Delaware*,¹ a study recently made by Professor Strayer of Teachers College and his co-laborers. The general situation is summed up in the preface of the report as follows: "The first impression the reader obtains is one of discouragement. Conditions are undoubtedly bad, but the people of Delaware today are anxious that things which are wrong should be righted as quickly as possible. If there were no prospect of improving our educational conditions, it would be a cruel humiliation to publish such a record as this. Happily we are in a position of being able not only to make the bad good and the good better in the matter of physical equipment of our schools, but all over the state the best citizens are anxious that these things be done and done at once."

If the reader is in any way interested in knowing the condition of school plants in different sections of the United States, he can scarcely afford to overlook this report. There are conditions described in it that make one wonder how one

¹ GEORGE D. STRAYER, N. L. ENGELHARDT, and F. W. HART, *General Report on School Buildings and Grounds of Delaware*. Wilmington, Delaware: Service Citizens of Delaware, 1919. Pp. 222.

of our oldest states could live this long in a country that boasts so much of its civilization and not "soak in" a little of it. However, it is not for us to judge. The scientific survey portrays the facts. Photographs and quantitative material are given in abundance and it is to be hoped that the good people of Delaware will remedy matters without delay. In justification of the strong statement made above, we cite the reader to the very much stronger ones found in the report.

*Another volume dealing with the project method in education.*¹—The author of this book sets forth in clear terms one of the existing needs in education, namely, to get away from the "bookish, theoretical education of former days." He shows that there was considerable motivation in school work during the war period and that it will be a mistake to discard this method now that the war is over. Outside institutions should call upon and co-operate with the schools now as much as they did in war times. Throughout the book the author tries to be specific about the different points made. He defines the term "project" as referring to both manual and mental activities. Any worthwhile, purposeful activity that is entered into whole-heartedly is a project. A manual project is any effort looking toward the completion of a particular unit of activity, which to the child has some value that makes the work meaningful. A mental project is one where one may substitute imagery for concrete materials, and without engaging in manual activity may "think through" a complete unit of purposeful activity.

There are times, however, when his distinctions are not exactly clear to the reader. For example, he says that there is a distinct difference between a project and a problem due to the direction toward which one is looking at a unit of activity. If it is the teacher doing the surveying of the unit it is a project; if it is the student looking at the unit it becomes a problem. The two terms are not clearly separated in the minds of educators yet and necessarily there will be misunderstandings for some time to come.

In the first three chapters there is an attempt to define and give the origin of the project method in teaching. The following chapter shows how essential such a method is to good teaching. The next chapter is a companion to the former one in that motivation and interest go hand in hand with project teaching and give that method life and soul. The next two chapters are devoted to classifying the different kinds of projects we may find in school work and the different mental processes through which a child goes when he works out a project.

It is in the next three chapters that we find the author building up a concept of his own which is probably new to workers in the field of education. He says that a project-question is a simple mental difficulty which consists of one question and its answer. If two or more of these project-questions are grouped so that the answers to all center on one topic, the unit now may be termed a project-exercise. If several of these project-exercises are needed to solve a problem of considerable difficulty, the procedure may be termed a project-problem. Just how valuable this is to teaching remains to be seen by trial, but it is the opinion of the writer that these are new terms that mean no more than what good teachers have been doing for a long time.

¹ MENDEL E. BRANOM, *The Project Method in Education*. Boston: Richard G. Badger, 1919. Pp. 282. \$1.75.